

Hire Education

Volunteer sector offers a wealth of opportunities

When Jane Goodall comes to Montreal in the fall, her personal schedule will have been organized by senior year co-op marketing student Mandie Ciotucha whose last work term was at the **Jane Goodall Institute - Canada (JGI)**. "I am responsible for planning not just her itinerary, but also for creating the backup press and advertising documents. Since there are only four full time workers here, I am also able to take



Co-op students Mandie Ciotucha (Marketing) (left) and Aileen Saheb (HR) pose with Jane Goodall Institute "clients" Fanny and baby Flossy

on real responsibilities in creating sponsorship strategies and handling event planning. These hands-on marketing skills are invaluable in my professional development."

Aileen Saheb, fourth year Human Resources (HR) co-op student, agrees. "I am participating in absolutely every aspect of HR policy here," she states. "I do interviews, I have developed performance appraisal forms, written an employee policy manual and worked on payroll. That knowledge and exposure will travel with me to whichever company hires me after graduation."

The students are also learning something else. Saheb explains: "As business students we are trained to recognize financial accomplishment as a marker of success; but a work term such as this broadens my horizon and gets me thinking about the broader picture of what's important in life."

The Institute for Co-operative Education made a conscious decision to provide more work term opportunities in the volunteer, community-based organizations and in the past year this effort has filled more than 60 co-op jobs in this sector alone. The organizations couldn't be happier.

Small business sector; good place to be hired, or hire

Statistics Canada calls small- and medium-size businesses the "engine of the economy," since they account for close to half of total employment in Quebec and create more than three-quarters of the new jobs in this province. The Co-op Institute is building on this reality in two ways. Firstly, it is targeting these companies as employers for co-op students so they can experience the difference the size of a company can make. Lauren Teblum, a third year marketing co-op student, was surprised by her own work term reactions. "I fully expected to prefer my job at the larger company, but in fact, what I discovered was that the smaller firm offered me an opportunity to do a variety of more interesting tasks. I worked on a marketing plan and advertising, did market research, participated in events co-ordination, and handled the e-store for the internet site business – right down to managing its inventory. That was, by far, the better learning environment."

The Institute is also supporting students who are interested in honing entrepreneurial skills that they will need to succeed in this sector.

Noor ar Rahman, a third year computer science student, is founder of *Ananke*, a consulting agency specializing in web-based software. "The Institute has given me practical information, such as how to register and set up my business, how to keep a proper set of books and handle payroll as well as providing me with some much needed office space. They've also been really supportive and encouraging and they have showed a lot of faith in my entrepreneurial abilities and in my vision right from the start." Ar Rahman's business is expanding; he has hired two co-op students which demands further skills. "It is both challenging and rewarding to take on these extra supervisory and managerial responsibilities," he explains. "I must multi-task all the time and find effective ways to appropriately communicate with different people."

Save up to \$150 a week

When you – as an employer – apply the maximum allowable provincial tax credit to both what you pay a co-op student and his/her supervisor – the net cost may be far less than you think. For instance, paying a student \$12.50 an hour for a 40 hour week would cost you \$500. However, you can claim a tax credit of up to 30% of that total for a savings of \$150 per week. Presto! You end up paying only \$350 a week which is an eligible expense under Bill 90. For more information, please call us at 848-2424 ext. 3975.

Shirley Gonshor, **Saidye Bronfman Centre Theatre** Sales Director, appreciates the additional labour provided by co-op student Audrey Look (Marketing). "Right now Audrey is doing essential groundwork in our subscription campaign which ultimately supports community theatre. Her work is valuable and career-relevant and at the same time she is able to give back to society."

Kriss Clement, Volunteer Coordinator at JGI agrees. "Using co-op students has given us access to skilled talent that benefits our organization."

Concrete skills and valuable experiences for students. Additional resources for companies established to enhance society. Now *that's* a win-win situation.

Small Business Buzz

Did you know?

Quebec had the largest growth of self-employment in 2002 – 6.5% (as compared to the national average of 3.3%) (Source: Conference Board of Canada)

Interestingly....

More than one third of Quebec small businesses were having difficulty finding qualified labour in 2001 (Source: Canadian Federation of Independent Business)

Can you guess?

The Conference Board of Canada has identified four categories of skills that can lead to enhanced innovation in organizations in its newly developed Innovation Skills Profile (ISP):

- creativity and continuous improvement;
- risk taking;
- relationship-building;
- implementation.

A copy of the ISP is available at:
www.conferenceboard.ca/education.



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Message from the Director: *it's all about partnerships*

The Institute for Co-operative Education supports the University's goal - education for the real world - by developing **purposeful partnerships between governments, business/industry and the not-for-profit sectors** to provide high quality and diverse learning environments for students.

The benefits of this partnership extend not only to the student but to the employer and to the University. Through on-the-job experience students' career decisions may be confirmed or redirected. Co-op students develop a more realistic understanding of the expectations and requirements of their chosen field. Students also gain experience in generic, transferable, work-related skills and abilities such as critical thinking and teamwork. Some co-op students are able to travel throughout Canada and abroad providing an opportunity to expand their cultural knowledge.

There are also practical benefits of co-operative education for students. Students are paid competitive salaries for the work they do, making post secondary education more affordable. Their job opportunities following graduation are improved because of the experience they have gained as well as the

contacts they have made with potential employers.

Employers benefit by having a pool of well-prepared employees. The flexibility of co-op work terms allows employers to fill temporary or seasonal labour needs or to complete specific projects. Co-op students can also be a source of new ideas and approaches that can revitalise a workplace. Employers are able to select new employees by using on-the-job performance as a basis for permanent hiring decisions. This can also be a more cost-effective form of recruitment and training because retention rates of permanent employees recruited through a co-op program tend to be high.

Co-op education programs also strengthen the relations between employers and the University. Through continuing contact with employers, the academic program is more likely to be up-to-date with changes in the field. Employers can contribute to the development of effective curricula that meet these changing realities. Most faculty members find that teaching in co-op education situations is both stimulating and challenging. Co-op education programs can improve student and faculty access to state-of-the-art technology which might otherwise

not be available. The University benefits from having an expanded range of educational opportunities for students.

We would like to discuss your involvement in this mutually beneficial partnership and help you evaluate any possible benefits to your company.

—Christine Webb

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Working on the cutting edge

At the world-renowned **Massachusetts Institute of Technology (MIT)** it goes by the number 3455667, but fourth year Computer Engineering co-op student Eric L'Heureux and his team call the miniature autonomous instrumented robot NanoWalker. Both Discovery Channel and Radio-Canada (Decouverte) will be profiling this exciting project which has had input by both **Ecole Polytechnique** and MIT; it will ultimately contribute to producing hardware which will handle commands to another robot (MR-Sub) that will be small enough to function wirelessly, delivering cancer-fighting drugs to specific locations—such as small arteries in the body—that are inaccessible by any other means. L'Heureux's enthusiasm about the work term challenge is audible. "Working on such a cutting-edge project—doing prototyping, debugging circuits, learning intensively about infrared transmission and how to combat heat dissipation—is fascinating. It's beyond anything I was studying during the academic semester."

His supervisor, Sylvain Martel, who divides his time between being a research scientist at MIT in Boston and an assistant professor at Polytechnique here in Montreal, is equally enthused. "Motivation is the number one

"(The student) brings the perfect skillset and attitude to the table"

Sylvain Martel

research scientist at MIT in Boston and an assistant professor at Polytechnique

quality I was looking for when I needed more candidates," he stated. "I had never used a Concordia University co-op student before but Eric brings the perfect skillset and attitude to the table. We need young, energetic people who are open-minded and innovative and frankly, who don't know that what they are trying to do may be impossible....because that is exactly when the unexpected becomes possible."



A NanoRunner in the hand is worth.....Computer Engineering student Eric L'Heureux holds a tiny robot called "NanoRunner" (first prototype of NanoWalker) in his hand surrounded by the sophisticated equipment that will enable it to work medical miracles.

Dominic St-Jacques

Co-op student wins prestigious translation award

We are very proud to extend congratulations to Cristina Juristo, Translation co-op student, who won the Mary Coppin Award from OTTIAQ (Ordre des Traducteurs, Terminologies et Interprètes agréés du Québec). This prize is presented annually to the best graduating translation student in Quebec. University-level translation programs are offered at four Quebec universities besides Concordia—McGill, Laval, Université de Montréal and Université de Québec en Outaouais. For the award, only one candidate is submitted from each university.

The Institute for Co-operative Education

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This newsletter is produced by the Institute for Co-operative Education (ICE)

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Invitation to Participate in our Co-op Education Program

Invitation d'adhésion dans notre programme d'enseignement coopératif

Employer / Nom de l'employeur : _____

Contact person & title / Personne ressource & fonction : _____

Address / Adresse : _____

E-mail / Courriel : _____ Telephone / Téléphone : _____ Fax / Télécopieur : _____

Session in which you wish to participate / Sessions auxquelles vous désirez participer

☐ Fall / Automne ☐ Winter / Hiver ☐ Summer / Été

We wish to rehire / Nous voulons réembaucher ☐

Program(s) and number of positions required / Disciplines et nombre de postes requis

- | | |
|--|--|
| <input type="checkbox"/> Accountancy / Comptabilité | <input type="checkbox"/> Computer Science / Informatique |
| <input type="checkbox"/> Finance / Finance | <input type="checkbox"/> Management Information Systems / Gestion de l'information |
| <input type="checkbox"/> Marketing / Marketing | <input type="checkbox"/> Applied Mathematics / Mathématiques appliquées |
| <input type="checkbox"/> Economics / Économie | <input type="checkbox"/> Building Engineering / Génie du bâtiment |
| (Undergraduate and Graduate / 1 ^{er} & 2 ^e cycle) | <input type="checkbox"/> Civil Engineering / Génie civil |
| <input type="checkbox"/> Actuarial Mathematics / Mathématiques actuarielles | <input type="checkbox"/> Computer Engineering / Génie informatique |
| <input type="checkbox"/> Statistics / Statistique | <input type="checkbox"/> Electrical Engineering / Génie électrique |
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Gestion des ressources humaines | <input type="checkbox"/> Digital Image & Sound / Imagerie et son numérique |

Please attach a job description for each position / Veuillez joindre une description de tâches pour chacun des postes

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Date _____

You can fax this form / Vous pouvez nous faxer ce formulaire :

(514) 848-2811

Or apply online / Ou remplir le formulaire sur le site web

www.co-op.concordia.ca (see Important Dates)

You can also reach us by phone / Vous pouvez également nous contacter par téléphone :

(514) 848-2424 ext. 3975

Nathalie Tang
Undergraduate Co-op student
Specialization in Biochemistry

Laura King
Undergraduate Co-op student
Major in Finance



Important dates

WINTER 2004 WORK TERM

- Oct. 8** Last day for employers and students to confirm rehires
- Oct. 9, 16, 23** Winter Work Term positions advertised to students
- Oct. 13-31** Interviews on campus
- Nov. 3** Job Match—offers made to students on behalf of employers
- Nov. 4** Placement continues—new jobs posted weekly
- Dec. 4-Dec. 21** Examination Period
- Jan. 5-May 1** Winter Work Term

Dates importantes

STAGES D'HIVER 2004

- Le 8 octobre** Dernière journée pour que les employeurs et les stagiaires confirment le réemploi
- Le 9, 16 et 23 octobre** Avis aux étudiantes et étudiants les informant des postes pour les stages hiver 2004
- Du 13 au 31 octobre** Entrevues sur place
- Le 3 novembre** L'annonce des classements des employeurs aux étudiants
- Le 4 novembre** Reprise des activités de placement—affichage hebdomadaire des nouveaux postes
- Du 4 au 21 décembre** Période d'examens
- Du 2 janvier au 1 mai** Stages d'hiver 2004



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«We couldn't have done it without Co-op students.»

— Jean Fabi, président, Championnat des Amériques

The 35,000 visitors to the 5 day **Championnat des Amériques** international equestrian event simply saw a smooth running, welcoming happening. Behind the scenes, though, Concordia University co-op students worked for close to a year on everything from dealing with 40 different suppliers to ordering \$34,000 worth of chocolate, from positioning 200 plants to requesting 24,000 hot dogs, from reserving 31 port-o-potties to co-ordinating 250 volunteers. They also had a chance to network with the blue chip sponsors of the event. All received a "pass with distinction" mark for their efforts.

« Nous n'aurons pas pu le faire sans les étudiants coop. »

— Jean Fabi, président, Championnat des Amériques

Les 35 000 visiteurs qui ont assisté à la semaine du **Championnat des Amériques**, un événement équestre d'envergure internationale, ont vu un événement accueillant et rondement organisé. Dans les coulisses, par contre les étudiants du programme d'enseignement coopératif de l'Université Concordia ont travaillé pendant près d'une année à l'événement : ils ont transigé avec 40 fournisseurs différents, commandé pour 34 000 \$ de chocolat, disposé 200 plantes, commandé 24 000 hot dogs, installé 31 toilettes chimiques et coordonné le travail de 250 bénévoles. De plus, ils ont eu l'opportunité de réseauter avec les principaux partenaires de l'événement. Ils ont tous obtenu une note avec mention pour leurs efforts.



Sharon Bishin